

# The Government and Politics of Japan

Fall 2015  
POLS163  
TR 11-12:15  
229 Meredith

Professor Mary M. McCarthy  
209A Meredith  
Phone: (515) 271-2038  
E-mail: mary.mccarthy@drake.edu

Office hours: TR 12:15-1:45pm; or by appointment  
Coffee hours: W 3:30-5:30

## Course Description:

Seventy years ago, at the end of World War II, Japan was burdened with a defeated military, a devastated economy, and an upended social structure, only to emerge as a pacifist democracy and the world's second largest economic power within a few decades. What political, economic, and social factors led to this transformation?

Furthermore, despite this success, over the past 15 years, Japan has faced a series of political, economic, and social crises. Long characterized by the dominance of elite politics, Japanese citizens began making their voices heard in a myriad of ways in response to these crises. What does this mean for the future of Japan's democracy, society, and economy?

In this course we will explore these issues of the past, the present, and the future, by looking at the impact of Japanese domestic actors and institutions on government policy, as well as other political, economic, and social outcomes.

## Learning Outcomes:

By the end of this course, students will be able to

- critically analyze phenomena in Japanese politics
- knowledgeably discuss the domestic politics and policies of Japan
- further develop research, writing, and presentation skills

## Course Requirements and Grading:

This course will combine lecture with student discussion. Students will be evaluated by class attendance and participation (10%), a pop quiz (5%), two exams (20% each), a short research paper (20%), a research presentation (10%), a presentation quiz (10%), and presentation questions (5%).

### **Class Attendance and Participation (10%)**

Students are required to come to class every session prepared to discuss the assigned readings. In order to help students prepare for class, questions about each reading will be posted on Blackboard. Students are expected to bring written responses to these questions to class and may be asked to present their responses to the class or instructor, or compare their responses with those of their classmates; this will count as part of the participation grade.

Students are allowed two unexcused absences. After two unexcused absences, students will begin to lose class attendance and participation points for every additional missed class. If a student has more than six unexcused absences, he or she will automatically fail the course.

This is with the exception of a documented illness (with a note from a medical professional). If a student will miss (or misses) more than two classes due to a documented illness (or illnesses), he or she must consult the instructor to discuss how to make up the missed classes.

Note: If a student will miss class for a religious observance, sports event, etc. during the semester, he/she must let the instructor know before the end of the second week of classes. If the instructor is notified by the end of the second week of classes, these absences will count as excused absences. However, once again, if a student will miss (or misses) more than two classes due to such excused absences (or a combination of excused and unexcused absences), he or she must consult the instructor to discuss how to make up the missed classes.

### **Pop Quiz (5%)**

As mentioned above, in order to help students prepare for class, questions about each reading will be posted on Blackboard. Students are expected to bring written responses to these questions to class. During one class session prior to the first exam, the question responses for that day will be collected by the instructor and graded. Students will not know ahead of time on which day the responses will be collected. Any student who is absent on that day, may receive partial credit if he or she brings the question responses to the next class session. (This means that even if you are absent, you should consider the reading questions for that day and bring your written responses to the next class session you attend.) Any absentee student is responsible for showing his or her responses to the instructor; the instructor is not responsible for letting any absentees know that there was a pop quiz. The purpose of the pop quiz is to provide both the instructor and the student with additional information about how well the student understands the readings, prior to the first exam, so that any difficulties or problems can be addressed early in the semester, with less impact on the student's grade.

### **Exams (20% each, 40% total)**

There will be two exams, on Oct. 6 and Nov. 12, respectively. Each exam will consist of two sections: short answer and essay. The short answer section is non-cumulative. The essays are cumulative, but will focus on the section during which they are given. In other words, the essay question on the exam at the end of the Political Organization section will focus on Political Organization, the essay question on the exam at the end of the Politics of Economics section will focus on the Politics of Economics.

### **Short Research Paper (20%)**

Each student will write a short research paper, 8-10 pages in length. The research paper should examine a topic of interest for the student in the area of Japanese politics, economics, or society. Examples of possible topics will be presented by the instructor (on 10/8), but a student may choose another topic in consultation with the instructor. Topics are not to cover the same material as is being presented in class by the instructor. An explicit explanation of the paper assignment objectives and the criteria for evaluation of the paper will be distributed in class on Oct. 8. The papers are due on the day of the presentation (see below). A research proposal outlining the student's topic is due on Oct. 22.

### **Research Presentation and Handout (10%)**

During the semester each student will present his or her research topic in class through a 5-minute presentation, plus a 5-minute Q&A session. Prior to or during the presentation, each student should also distribute a one-page handout summarizing the main points of the talk/research to all members of the class, including the instructor. The presentation will be 8% of the course grade and the handout will be 2% of the course grade, with a total of 10%. The objectives and the criteria for evaluation of the presentation and handout will be distributed in class on Oct. 8. The research presentations will take place on Dec. 1, 3 and 8. The instructor will determine and distribute the exact schedule of presentations after the research proposals have been submitted. If a student cannot present on any of the dates listed above, he or she *must* let the instructor know by Oct. 22 (it is recommended you write a note on the research proposal).

### **Presentation Quiz (10%)**

There will be a quiz on the student presentations, given after all the presentations have been completed (on December 15, during finals week). This quiz will consist of a short answer section only. The questions will be chosen from those written by the students, as described below.

### **Presentation Questions (5%)**

Each student audience member will respond (in written form) to a few questions, distributed by the instructor, on each presentation that is presented in class. In addition, each student will propose one quiz question on each presentation (with the exception of his or her own presentation). Responses to these presentation questions (including the proposed quiz question) will count as 5% of the course grade and are due at the start of the class immediately following the presentation to which they are in response. In other

words, if the presentation was on Dec. 1, the responses to the presentation questions are due on Dec. 3; if on Dec. 3, Dec. 8; etc. Criteria for the types of quiz questions that are the most appropriate to propose will be provided by the instructor on Oct. 8, along with other information about the presentations and research papers. However, generally, they should be questions that any observant audience member of the presentation would be able to answer in two or three sentences.

### **Grading Policy Regarding Missed Exams, Missed Quizzes, Missed Presentations, and Late Papers**

There will be no make-up exams, make-up quizzes, or make-up presentations, with the exception of a documented illness (with a note from a medical professional). (Note the one exception above of the pop quiz, where partial credit may be given.)

All late papers will receive a grade reduction. There will be a one-third grade reduction for every day the paper is late. In other words, A becomes A-, A- becomes B+, etc.

### **Course Grade Breakdown**

90-100	A
80-89	B
70-79	C
60-69	D
Below 60	F

### **Classroom Etiquette:**

During the semester, we may discuss issues that are controversial. You may disagree with the ideas presented by others. While you are encouraged to express your dissenting opinion, it should be done in a respectful manner. Personal attacks will not be tolerated.

Laptops, cell phones, earphones, and related equipment cannot be used in the classroom. If a student must be available to receive a phone call during class hours, he/she must let the instructor know before the start of class and should turn the phone to vibrate. If this student receives a call, he/she should excuse himself/herself from the classroom in the least disruptive manner possible.

### **Academic Integrity:**

Academic dishonesty is an all encompassing term involving any activity that seeks to gain credit for work one has not done or to deliberately damage or destroy the work of others. Academic dishonesty includes, but is not limited to the following:

- (1) Plagiarism – The misrepresentation, either by intent or negligence, of another’s ideas, phrases, discourse, or works as one’s own.
- (2) Cheating – the act, or attempted act, of giving or obtaining aid and/or information by illicit means in meeting any academic requirements, including examinations.
- (3) Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic sense in any academic exercise.
- (4) Facilitating Academic Dishonesty – intentionally or knowingly helping attempting to help another to commit an act of academic dishonesty.

(Excerpted from College of Arts & Sciences handbook; see handbook for full statement on academic integrity.)

The penalty for engaging in any of these forms of dishonesty in relation to this class will be a grade of F on the assignment and may result in failure in the course.

**Policy on Disabilities:**

University policy is to accommodate students with disabilities. Any student with a disability who would like to take advantage of or learn more about the services that the university provides, should speak with the instructor or directly contact the Director of Student Disability Service, Michelle Laughlin (107 Old Main, 515-281-1835).

**Policy on Sexual Discrimination, Harassment, and Violence:**

The Coordinator for Sexual Violence Response and Healthy Relationship Promotion's primary role is to act as a resource for students who have been subjected to interpersonal [gender] violence including sexual assault/harassment, dating/domestic violence, gender-based discrimination, and stalking. To contact the coordinator, Alysa Mozak, call 515-271-4141 or email [alysa.mozak@drake.edu](mailto:alysa.mozak@drake.edu).

**Required Readings:**

Most readings are available in the form of a course pack and can be purchased at CopyCat (3011 Forest Avenue). The first two weeks of readings are also available on Blackboard. If you have difficulty accessing any readings, please let the instructor know immediately so that she can address and remedy the problem.

*The professor reserves the right to make any changes to this syllabus as necessary.*

## **Syllabus:**

### **Sept 1 Introduction**

### **I. Political Organization**

#### **Sept 3 What is Democracy?**

Yanaga, Chitoshi. 1948. "Japan: Tradition and Democracy." *Far Eastern Review*, 7 (6): pp.68-71.

#### **Sept 8 Continuity and Change in Japanese Politics after WWII**

Hane, Mikiso and Louis G. Perez. *Modern Japan*. pp.363-382 (Chapter 15).

#### **Sept 10 The "1955 System"**

Curtis, Gerald L. 1988. *The Japanese Way of Politics*. New York: Columbia University Press, 1988: pp.1-44 (Chapter 1).

#### **Sept 15 & 17 The Liberal Democratic Party (LDP) and its Opponents** \*\*LDP Three Phases of Power chart due\*\*

Gaunders, Alisa. 2011. "Political Parties in Democratic Japan" *Education about Asia* 16 (1): pp.50-53.

Krauss, Ellis and Robert Pekkanen, 2010. "The Rise and Fall of Japan's Liberal Democratic Party," *The Journal of Asian Studies*, 69(1): pp.5-15.

#### **Sept 22 Political-Bureaucratic Relations**

Ramseyer, J. Mark and Frances M. Rosenbluth. *Japan's Political Marketplace*. Cambridge, MA: Harvard University Press, 1994: pp.99-141 (Chapters 6&7).

Curtis, Gerald L. *The Logic of Japanese Politics: Leaders, Institutions, and the Limits of Change*. New York: Columbia University Press, 1999: pp. 25-64 (Chapter 1).

**Sept 24**

**Right-wing Politics, Nationalism, and the Media**

Kingston, Jeff. 2015. "Are forces of darkness gathering in Japan?" *The Japan Times*.

Nagy, Stephen Robert. 2015. "Is Japan really tilting to the right?" *East Asia Forum*.

Hidaka, Katsuyuki. 2014. "Why Asahi bashing reveals the weakness of the Japanese left." *East Asia Forum*.

**Sept 29**

**Citizens' Groups and the Media**

Steinhoff, Patricia G. "Protest and Democracy" in Ishida, Takeshi and Ellis S. Krauss, eds. *Democracy in Japan*. Pittsburg, PA: University of Pittsburg Press, 1989: pp. 171-198.

Campbell, John Creighton. "Media and Policy Change in Japan" in Pharr, Susan J. and Ellis S. Krauss, eds. *Media and Politics in Japan*. Honolulu, HI: University of Hawaii Press, 1996: pp.187-212.

Additional readings available on Blackboard

**Oct 1**

**Review for Exam**

**Oct 6**

**Exam #1**

**Oct 8**

**Introduction of Research Paper & Presentation**

**II. The Politics of Economics**

**Oct 13 & 15**

**Postwar Economic Growth**

Johnson, Chalmers. *The MITI and the Japanese Miracle*. Stanford: Stanford University Press, 1982: pp.3-34.

Inoguchi, Takashi. *Japanese Politics*. pp.67-86 (Chapter 4).

**Oct 19-20**

**No Classes: Fall Break**

**Oct 22**

**“Lost Decade” of the 1990s and Reform Decade of the 2000s?**

**\*\*Research Paper Proposal Due\*\***

“Japan’s Lost Decade.” *The Economist*. Sept. 26, 2002.

Maclachlan, Patricia L. 2006. “Storming the Castle: The Battle for Postal Reform in Japan.” *Social Science Japan Journal*, 9 (1): pp.1-18.

**Oct 27**

**Abenomics and the Three Arrows**

“Abenomics’ is Progressing! Making the Impossible Possible.” 2014. The Government of Japan. <http://www.japan.go.jp/tomodachi/Features/Abenomics.html>

Patrick, Hugh. 2014. “What’s the score on Japan’s Abenomics.” *East Asia Forum*.

Armstrong, Shiro. 2014. “Abenomics: The good, the bad and the unfinished.” *East Asia Forum*.

Harris, Tobias. 2014. “Is this as good as it gets for Abenomics?” *East Asia Forum*.

**Oct 29**

**The Transformation of the Japanese “Middle Mass”: Rising Inequality**

Ishida, Hiroshi. 2006. “The Persistence of Social Inequality in Postwar Japan.” *Social Science Japan* 35: pp.7-10.

Kosugi, Reiko. 2005. “The Problem of *Freeters* and ‘NEETS’ under the Recovering Economy.” *Social Science Japan* 32: pp.6-7.

**Nov 3**

**Labor Force in Transition? Female Labor Force and Immigration**

“Womenomics is Pushing Abenomics Forward.” 2014. The Government of Japan. <http://www.japan.go.jp/tomodachi/Womenomics/forward.html>

Macnaughtan, Helen. 2015. “Is Abe’s womenomics working?” *East Asia Forum*.

Auslin, Michael. 2015. “Japan’s Gamble on ‘Womenomics.’” *The Wall Street Journal*.

Burgess, Chris. 2014. “Can immigration reform really save Japan?” *East Asia Forum*.

Kondo, Atsushi. 2013. “Can Japan turn to foreign workers?” *East Asia Forum*.



Taki, Tomonori. 2014. "Can Japan overcome the 'language barrier' for foreign workers?" *East Asia Forum*.

**Nov 5**

**Prospects for Economic Recovery after the Tripartite Disaster of 2011**

Yoshida, Reiji. 2014. "Tohoku finding real recovery hard to come by." *The Japan Times*.

"Four Years After: Japan prays for Tohoku disaster victims." 2015. *Asahi Shimbun*.

Slavin, Erik and Chiyomi Sumida. 2015. "Far from the Fukushima spotlight, disaster recovery in Japan's Tohoku region continues." *Stars and Stripes*.  
<http://www.stripes.com/news/pacific/far-from-the-fukushima-spotlight-disaster-recovery-in-japan-s-tohoku-continues-1.333590>

**Nov 10**

**Review for Exam**

**Nov 12**

**Exam #2**

**Nov 17, 19 & 24**

**Research Paper and Presentation Preparation**

**Individual Meetings with Professor**

**\*Note: There is no class on Nov 26, due to the Thanksgiving holiday.**

**Dec 1, 3, 8**

**Paper Presentations**

**Dec 10**

**Review for Quiz**

**Dec 15, 7:30-9:20am (final exam week)**

**Quiz**